

Where Working Families Lived

Note to teachers: This supplement includes a discussion guide, lessons and Michigan Content Standards to use with the *Michigan Time Traveler* page published in the *Lansing State Journal* on June 16, 2004. You may reproduce the pages in this supplement to use with students.

Discussion Guide

(SOC.I. 2. *Comprehending the Past*; SOC.I.3. *Analyze and Interpret the Past*; ELA. I. *Meaning and Communication in Context*)

Words to Know

Boarding House: a house where someone can live and pay for room and meals	Luxemburg: a small country in northern Europe
Charcoal Kiln: a furnace that uses charcoal for drying or baking	Reconstruct: to build again
Excavate: to dig up	Root cellar: an underground room used for storing vegetables
Laborer: a person whose work is mostly physical	Smelting: with iron, the process of heating the ore to separate the iron from other metals

- **Reconstructing History.** What was Fayette? (an iron-smelting town from 1867-1891) What is Fayette today? (a historic site with many structures, homes, furnaces, offices and a hotel) What kinds of artifacts did the archaeologists find? (china, stoneware, glassware, tableware, ceramics, tools, nails, glass, screws, clothing, coins, animal knuckles, necks and shanks)
- **The Team.** What kinds of people were on the team that reconstructed the laborer's house and what did they do? (Archaeologists excavated up and studied artifacts people left behind. Historians studied documents and photographs to learn about the past. Historic architects specialized in preservation, rehabilitation, restoration and reconstruction of historic structures. Exhibit designers took the research and presented it in ways that allow visitors to experience the past.)
- **Who Lived in the Log Homes?** (Nearly 200 lower-income people lived there in 1880—half were adults, half were children.)
- **The Nicholas Thill Family.** Who was Nicholas Thill? (the son of John Thill, who came to the United States from Luxemburg in the late 1860s to the United States) What kind of work did Nicholas Thill do? (He was a plasterer who finished walls and ceilings in houses, churches and the Fayette hotel.) What happened when he tried to return to Luxemburg to pick up his sweetheart? (He was robbed of his money in Chicago and had to return to Fayette.) What did Nicholas' friends do to surprise him? (They raised enough money to pay for a ticket to bring Julia to Michigan.)

ACTIVITY ONE: Drawings and Photographs

(Arts 3. Analyzing in Context)

Historic architects specialize in presenting or reconstructing historic structures. They can draw pictures of buildings based on the information that archaeologists and historians provide. Copy and pass out the architect's drawing of the laborer's home (page 3). Ask students what kinds of things they think historic architects learn from the archaeologists' findings? What do they think they learn from a historic photograph like the row of log buildings on the *Michigan Time Traveler* page?

ACTIVITY TWO: Build a Model of Your Home and Community

(Arts 2. Creating; ELA.3. Meaning and Communication in Context)

- Have a discussion with your students about what their current homes look like. Ask them to draw the outside of their homes from memory. Then ask them to sit outside their home—whether it's a house or an apartment—and draw it by studying it carefully. If they have cameras, ask them to take pictures of their homes. Have them bring in their drawings and present them to classmates. Ask them to compare and contrast their first and second drawings and their photographs.
- Then have them build a model of their home using materials they have at home or school—using such things as buttons, paper, straws, magazines, newspapers, paper or plastic cups, yarn, thread, paper clips, rubber bands, ribbon. They will need glue and/or tape to build their models.
- Have students make a map of their community on a large piece of brown paper. Then have them display their models on the map in the classroom.

ACTIVITY THREE: Imagine Living in a Different Home

(SOC.II.1. Geographic Perspective; Diversity of People, Places, and Cultures; SOC.II.2. Human/Environment Interaction; ELA.2. Meaning and Communication: Writing)

- Ask students to imagine living in a different home. Have a discussion with them about advantages and disadvantages of different possibilities. Ask them to think in terms of size—bigger or smaller; location—in a city, a small town or the country; time period—contemporary, past or future; climate—hotter or colder. Talk about the materials needed to build the different house, what they would look like from the outside, what the students could image on the inside.
- Have the students write a description of their imaginary different home.

ACTIVITY FOUR: Archaeology in the Year 2105

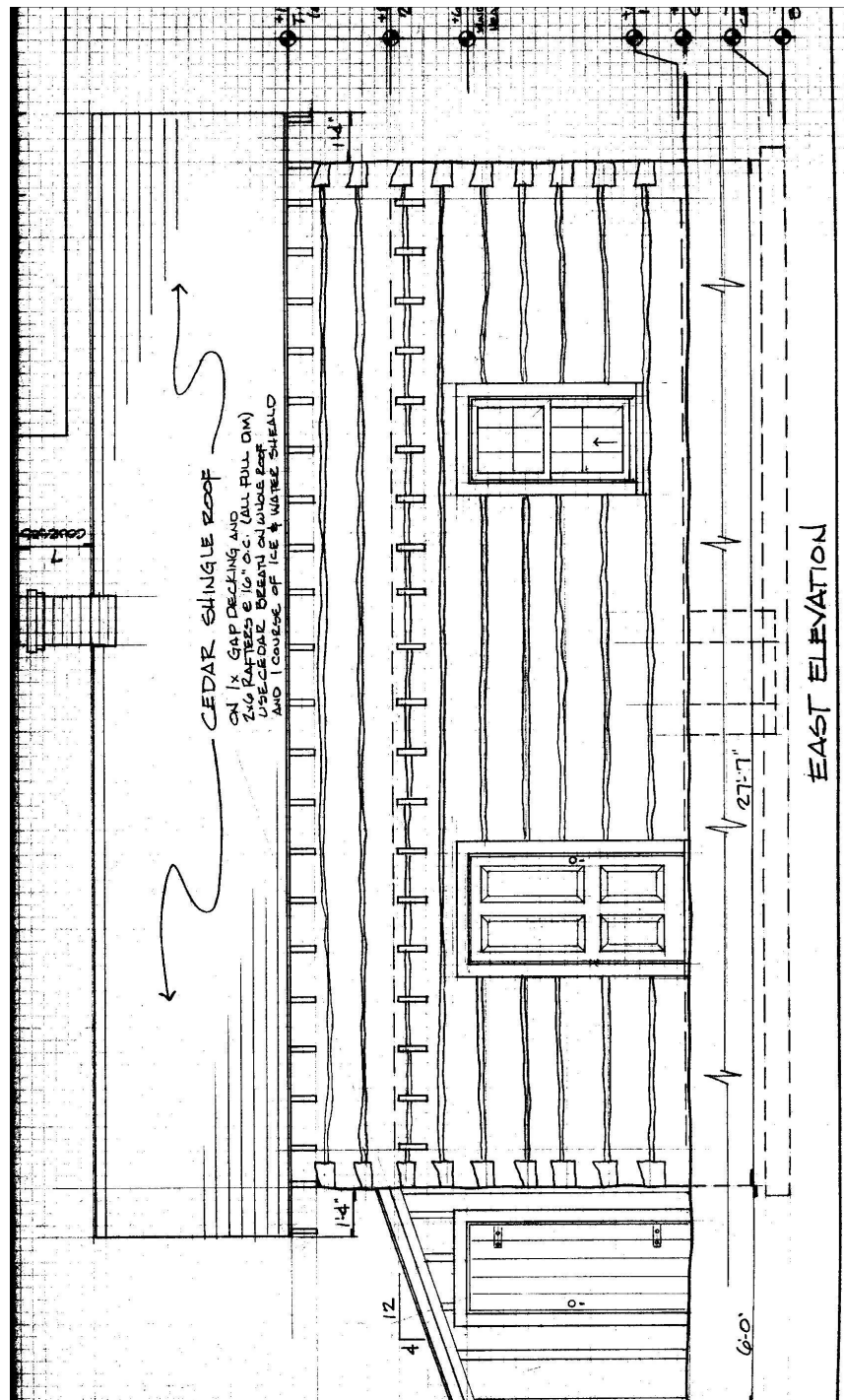
(SOC. II.2. Human/Environment Interaction; Arts 2. Creating)

Copy and pass out the “What will archaeologists find in 2105?” chart (page four). Ask students to imagine that is 2105. They are all archaeologists and have come to the site of their current home in their community. Their houses are no longer there. The houses were either moved to some other site or destroyed. They want to understand how people lived one hundred years earlier (2005)—what children did during the day and at night, what adults did, how they earned a living, what they ate or drank.

Have a discussion with students about what materials they think might have survived from their households today until the year 2105. What kinds of things do they think would not have survived? What might have survived but in pieces? What might have remained as a whole artifact? Then, ask students to complete the chart. They should identify the objects they imagine finding, describe them in terms of materials, color, size and feel, and draw a small picture of each artifact they identify.

Visit Fayette Historic Townsite on the Web at www.michigan.gov/fayette . Take the “Kids at Fayette” virtual tour to learn how children lived in this late 19th century town.

Historic Architect's Drawing of the Laborer's House



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What will archaeologists find in 2105?

ITEM	DESCRIPTION	DRAWING
Kitchen utensils		
Toys		
Household appliances		
Education materials		
Technology materials		
Tools		
Food		
Other		